

WEB SITES



<http://cyberschoolbus.un.org/>

Look in the upper left hand corner of the page under “Resources” to find “InfoNation.” If you are using a Mac click where it says: “Mac users click here.” You may have to wait a moment ... or two. When you get there you will find a series of 3 steps.

STEPS 1 and 2: You can use step one (“Select a Country Grouping”) if you like. I often skip it. In step 2 you “Select Individual Countries.” You can get information on up to 6 individual countries using the dropdown menus to select your countries. After you have selected your countries, click on the red GO button and then wait... Soon, or at least relatively soon, the page will refresh with your country selections entered on the graphs waiting in step 3.

STEP 3: Use the dropdown menus above the graphs to select first a category and then a statistic. The data, if it is available, will be displayed in the form of a bar chart. If you want to know more about the statistic you have selected, how it is defined, etc., you can click on the statistic name which appears above the chart on the left side.

There are dozens of interesting statistics. For example, you can select Afghanistan, Iraq, the United States, North Korea (Democratic People's Republic of Korea) and Australia, then look at CO2 emissions per capita and then compare that to Educational Expenditure or GDP per capita or Refugees,... for example.



<http://www.flashcardmachine.com/>

This is very much what it sounds like. You can create your own set of on-line flash cards or use those created by others. You’ll need to establish a free account in order to create.



American Memory Project

<http://memory.loc.gov/>

The American Memory project is, as far as I can tell, an effort to bring order and usefulness to the digitization of many of the collections that are housed in the Library of Congress. This is a very impressive collection indeed. Talk about your primary sources. Wow! There's everything here, from a stop-motion advert for Coke from around 1955 to an mp3 of the Boll Weevil song by Buster Ezell, to an 1859 map of the Western US showing proposed routes for the railroad. ETC.

Try this: Go to <http://memory.loc.gov/ammem/> and click on the BROWSE button near the top of the page. Then you can browse by topic, by time period, by the contents of the collections, or by place. For example, I used "browse by contents" to look for sound recordings. There are hundreds and hundreds of these. I found a set of mp3 files of recorded interviews with people who were once slaves. (<http://memory.loc.gov/ammem/collections/voices/index.html>)

The LIBRARY of CONGRESS THOMAS

<http://thomas.loc.gov/>

In their own words: "THOMAS was launched in January of 1995, at the inception of the 104th Congress. The leadership of the 104th Congress directed the Library of Congress to make federal legislative information freely available to the public. Since that time THOMAS has expanded the scope of its offerings to include the features and content listed below."

Bills, Resolutions

Activity in Congress

Congressional Record

Schedules, Calendars

Committee Information

Presidential Nominations

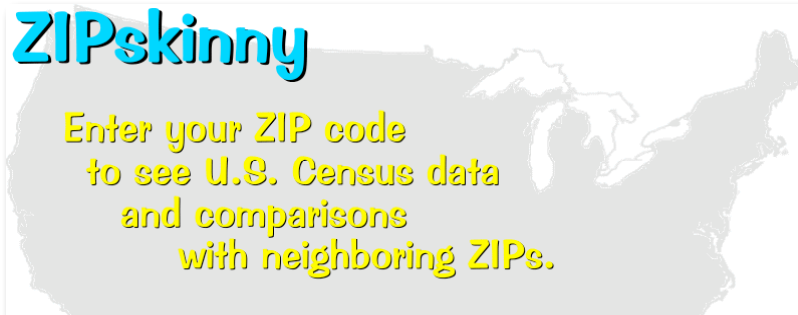
Treaties

Government Resources

For Teachers

Help and Contact

This is a large set of resources for the social studies minded among you. Be sure to check out “For Teachers” near the bottom of the list above. The very first link on that page is “We the People” Community Center. This leads to a large set of resources.



<http://zipskinny.com/>

This site gives you a VERY interesting route into the Census 2000 data obtained from the [Census website](#). Briefly, the idea is that you enter a zip code, hit Return and get a feast of

numbers, statistics, and graphical comparisons that represent the demographics of that zip code. Once you have some information about a zip code, use the tabs near the top to get more information or to compare the information from that zip code with the information from another. This is interesting as students learn how their neighborhoods stack up against others. More importantly it could be a useful tool for enabling students to ask their own such questions and begin to wonder about issues like segregation, how resources are distributed and so forth. Try comparing your zip code to 98039....



<http://www.teachertube.com>

TeacherTube is a video storage / sharing site, much like You Tube except that it is directed to the needs of teachers. The following description comes from their About Us page: “

“With TeacherTube, community members can:
* Upload, tag and share videos worldwide.

- * Upload Support Files to attach your educational Activities, Assessments, Lesson Plans, Notes, and Other file formats to your video.
- * Browse hundreds of videos uploaded by community members.
- * Find, join and create video groups to connect with people who have similar interests.
- * Customize the experience by subscribing to member videos, saving favorites, and creating playlists.
- * Integrate TeacherTube videos on websites using video embeds or APIs.
- * Make videos public or private - users can elect to broadcast their videos publicly or share them privately with those they invite.”

Use the search feature to sort through the videos and find those that are relevant to your content area. You can download the videos for use in your classroom. To do this you need to sign up for a free account with Teacher Tube. Once you have done this you will be able to save videos to your hard drive. This is very useful in districts where teacher tube is blocked. It also allows you to avoid some of the uncertainties network traffic, wait time, etc.



GlobalSchoolNet.org
Linking Kids Around the World!

The GlobalSchoolNet describes their mission this way: “Global SchoolNet's mission is to support 21st century learning. We engage teachers and students in meaningful project learning exchanges with people around the world to develop literacy and communication skills, foster teamwork and collaboration, encourage workforce preparedness and create multi-cultural understanding. We prepare youth for full participation as productive and effective citizens in an increasing global economy.”

Go to GlobalSchoolNet at <http://www.globalschoolnet.org/>

The first thing to do is to go to the Projects Registry. This is a way to learn about hundreds of projects that involve teachers and students around the world in learning through communication and collaboration. You can “Browse Current Projects” or scroll down to use the “Advanced Project Search” capability of the site. Look for projects in your content area. Consider how you might use this in your classroom.



<http://www.xtimeline.com/>

This Web site allows you and perhaps your students to create timelines with explanatory notes, graphics, links, etc. You will need to establish a free account. Hundreds of timelines, some good and some not, are already available. Try a search for “To Kill a Mockingbird,” or “Vietnam.”

For an educator’s take on how this might work, and some cautions on possible pitfalls when working with k-12 students, read the comments of Joyce Valenza Ph.D at <http://www.schoollibraryjournal.com/blog/1340000334/post/260011426.html>



<http://earth.google.com/>



Like Earth Browser (<http://www.earthbrowser.com/>) this Web-based program has the potential to provide a tremendous amount of numerical data. Further, it is an excellent vehicle for student choice, enabling them to ask their own questions and seek their own answers using math as a way to make sense.

For example, try this: when the program is running one of the menu items is “Tools” and under Tools you will find “Ruler.” When you click on this choice a Ruler window will appear and the cursor will turn into a cross hairs. This allows you to click once where you want a measured line to start, then click again where you want the line to end. The length of the line will be displayed in the Ruler window. Try clicking on the Path tab instead of Line...

Notice, too, that you can see the latitude and longitude of your cursor location at any time. Furthermore, you can type in a latitude and longitude in the “Fly to” box (near upper left portion of the screen). This allows students to get familiar with lat and lon using locations that matter to them. Try flying to: lat. = 47°36'34.01"N lon. = 122°19'11.31"W Type it in this way: 47°36'34.01"N, 122°19'11.22"W

The program must be downloaded (free) and installed.



<http://www.newseum.org/>

The Newseum is an actual place on Pennsylvania Avenue in Washington D.C. but that needn't concern us here. What we care about is the fact that once you go to their Web site, you can click on "Today's Front Pages" over on the right side of the Web page. That will take you to a page where you can get images of the front pages of newspapers from hundreds of newspapers in 50 countries around the world. You might well ask, "Where are these countries?" You can get a list by clicking on "list" after View Today's Pages:" or you can generate maps by clicking on "Maps."

You might use these front-page images in any number of ways. If you want your students to see what is making the front page in selected countries they can do that,

provided you pick the right countries. If you're teaching Spanish and you want them to try translating from Spanish to English, let them try the headlines. Sometimes the pictures help. (Sometimes, by the way, the pictures are ... problematic.)



PODCASTS AND STREAMING AUDIO



<http://www.bbc.co.uk/radio4/history/inourtime/>

“In Our Time” is a BBC (<http://www.bbc.co.uk/>)

program in which a host, Melvyn Bragg, and his guests “investigate the history of ideas.” This audio archive of these programs has the potential to serve as a stimulating and challenging set of resources for your students across a variety of content areas.

One way into the content is through a selection of “Programme Genres:” News|Current Affairs, Arts & Drama, Comedy|Quizzes, Science, Religion|Ethics, History, and Factual. Audio files of each program may be streamed or, occasionally, downloaded as mp3 files directly from the BBC Web site.

Stanford on iTunes U

<http://itunes.stanford.edu/>

Stanford University is one among a growing number of the educational institutions that is making educational content available online. (S.U. is considering this right now....) If you go to this URL: <http://itunes.stanford.edu/> and you have iTunes installed on your computer (Mac or PC) you can then click on the link “Open Stanford on iTunes U.” This will take you to an iTunes window where you and your students can sort through a variety of offerings.

For instance, you can get Professor Paul Ehrlich on “The Fate of the Earth in the 21st Century.” Or you may want to listen to one or more of the six available hour and a half to two hour-long lectures by Dr. Patrick Hunt on Hanibal and his war elephants. ETC. Consider the opportunities for differentiated instruction...

GADGETS

Data Probes

Data probes gather data and store it or transmit it to a computer in order to facilitate analysis. A simple example is the temperature sensor that employs a USB connection to a computer. The interface allows you to examine and manipulate the collection of temperature data. We have four examples of data probes for you to consider:

temperature probes, a light meter, a soil moisture sensor, an exercise heart rate monitor and a sound level meter.

All five are relatively (though not completely) simple to operate. The temperature probe connects to the computer directly through a USB port. The other probes have “Go Link” device between the probe and the computer. All four of our probes (potentially) use the “Logger Lite / GO” interface to represent data on the computer. That means that “Logger Lite” should be running on the computer when you have the probes plugged in. You can operate more than one data probe at a time. Try, for example, plugging the Light Sensor in (using the “Go Link” device) and a temperature probe or two.



The sound meter has some trouble connecting to the computer right now but works very well as a stand-alone device. The soil moisture sensor and the exercise heart rate monitor are not set up but feel free to peruse the directions and consider the possibilities. If you would like to check these out and become more familiar with their operation and potential uses, just let me know.





Sound Level Meter

The meter measures sound levels in decibels.

Here are the general operating procedures:

1. Slide the red power switch to the appropriate range (35-90 for normally encountered sound levels and 75-130 for louder to very loud sounds – see table below).
2. Set the time weighting switch to "S."
3. Set the maximum level hold switch to "RESET."
4. Set the frequency weighting to "A."

The meter can be used as a stand-alone device in which case measurements are read from the LCD screen, or it can be connected to a computer or TI Graphing Calculator.

Your job is to imagine how you might get students to use the device to gather data that will allow them to ask and answer their own questions, using math as a way of making sense of their experiences.

Example Sound Levels

Source Sound Pressure Level (dBA)

Large Rocket (nearby)	180 to 194
Jet Aircraft	150
Shotgun Blast	145
Propeller Aircraft	140
Pneumatic Riveter, Threshold of Pain	130
Rock Concert, Thunder	120
Construction Noise	110
Subway Train	100
Heavy Truck	90
Noisy Restaurant	80
Busy Traffic, Normal Radio	70
Normal Conversation, Dishwasher	60
Quiet Office	50
Library	40
Soft Whisper	30
Rustling Leaves	20
Normal Breathing	10
Threshold of Hearing	0

From Vernier: For some innovative uses of their probes in K-12 settings, go here:
<http://www.vernier.com/innovate/>

Recording on an iPod:

How many times have you asked yourself, “Why oh why can’t I just stick a little microphone into the bottom of my iPod and record sounds?!” Well, now you can! It’s just about that simple, too. When you plug the microphone into the bottom of the iPod and a new entry, “Voice Memos,” will quite possibly appear in your main (root) menu. If you click there, you will be able to “Start Recording,” change the quality of the recordings that will be made, or to delete or play memos recorded earlier.



Make a recording. Hit the pause / play button to start and stop. When you stop you will have the choices: “Resume,” “Stop and Save,” or “Delete.” You can listen to your recordings by plugging headphones in to the jack on the bottom of the microphone or you can remove the microphone and plug the iPod into a computer. That will enable you to move the audio files you just recorded onto that computer.

Consider the possibilities such as students interviewing experts, interviewing one another, making field recordings, recording narrations for multimedia, etc. These sound files can be imported into PowerPoint, Word, and so on.

Olympus Digital Voice Recorder DS-2



1. Turn it on by moving the HOLD button on the left side down. (Turn it off when you are done by moving the HOLD button up.)

2. Press the REC button to start a recording.

3. Press the STOP button to, well, STOP recording.

4. To DOWNLOAD a recording, first plug the cradle into your computer. Then plug the voice recorder into the cradle. Wait a moment until an icon representing the voice recorder appears on the desktop. It will probably be cleverly labeled, "Untitled." Next, double click on this icon. Go to the folder "DSS_FLDA" (FLDA represents "Folder A.") and open it up to find your file or files. In order to store them for later use, drag them somewhere, perhaps onto the desktop for experimentation, into your folder within the documents folder, into your flash drive, etc. Next, open DSS Player (whose icon should be in the dock.), an application meant to enable you to work with the sound files. When this application is running, under File, you will find the command "Import File" Use this to select the sound file you just placed somewhere. Finally, under File, use the "Convert to AIFF file" command to make an AIFF file, which PowerPoint will like or at least tolerate. (Other programs, e.g., "EasyWMA," will allow you to convert the file to the mp3 format.) You can now use the AIFF file in programs like Word, PowerPoint, etc. You can also drag it into iTunes where it can be used in iMovie, etc.

5. To ERASE the files from the voice recorder, press the FF or REW button to choose the file you want to erase. Press the ERASE button on the right side of the recorder. ("Cancel" will flash.) Press the down arrow button on the right side of the recorder to choose START. ("START" will flash.) Finally, press "DISPLAY" button. This will erase that file. Repeat as necessary.

Before you remove the voice recorder from the cradle be sure to eject the device properly by dragging the device's icon to the trash.

SMART BOARD



Start the board

Start the computer

Select **Scratch Pad** from the menu on the board (left side)

Draw and write with various colors and so forth in a manner reminiscent of a whiteboard and so forth.

You can get page after page, and flip back and forth between pages.

You can save the pages to a thumb drive, either as jpgs or as a pdf.

Now, **switch out to another source** – in this case you can switch to the computer that is attached to the Smart Board. That allows you to show a PowerPoint presentation or a Web page, etc. You can save any page using the **Capture feature** that will be available in the options in the lower left corner of the screen (unless you have put them elsewhere). Once it's captured you can find it as a page when **you go back to the Scratch Pad**, I think. There you can **annotate it** with the pens and save that, make it available to students, etc.

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Start the **Notebook software**.

Start the “**Welcome Center**.”

(If you don't see it you can get it by clicking the house icon.)

Under the first tab, “Quick Start,” you can get a **new Notebook page**.

You can write on this page with the pens.

You can minimize the Notebook page, get stuff from your computer, e.g., a screen shot from the computer, then get the Notebook page back, insert the screen shot, resize it, annotate it, and so forth. These pages can be saved one after another as you did in Scratch Pad.

You can also import (Cut & Paste) blocks of text and edit (double click on the block) them in the Notebook page, but why?

You can bring stuff into the Notebook page from the Gallery by finding them and dragging them in.

You can also search for stuff in the Gallery. There is much that is there!

USING THE FLIP VIDEO CAMCORDER:

Recording, storing, and deleting video clips:

on or off: slide the switch on the left side of the camera (looking at it from the down. It will make a “bleep” and the video screen on the back will activate. through the video screen, frame your shot, and push the red button on the back begin recording. Press it again to stop. To review a clip you just shot, press the button on the left side of the back of the camcorder. If you wish to delete the press the button with the trash can icon on the right side of the back of the camcorder. You will be prompted to confirm this decision. To do so, press the button again. If you do not delete the clip it will be stored in the camera’s internal memory card. (There is no film or removable memory card in this camcorder.)



Turn it
front)
Look
to
Play
clip,
Trash

Viewing clips on a computer:

In order to view and save clips on a PC (tested with Windows XP Pro), flip the USB arm out from the right side of the camcorder (as viewed from the front) and plug the camcorder into a USB port on your PC. You may have to go through the “Found New Hardware – Flip video process. A set of options will be presented. Choose “View your FlipVideo using the program provided on the device.” The first time through, you will be guided through an installation process. This will result, if all goes according to plan, in the activation of a program, “FlipVideo for PC and you will be taken to the Camcorder Videos window where you can view your video clip(s).

In order to save a video clip to your computer, click on it and then click on the “Save Video” (green) bar in the “Features” area of the FlipVideo window. Then click on the video’s thumbnail image again to select it and use the “Save to Computer” option to create an album where your clip(s) will be saved. Find this album on your computer, possibly in the Documents and Settings folder, and within the album folder you will find the video clip(s).

In order to view and save clips on a Mac (tested with OS X 10.4.11), flip the USB arm out from the right side of the camcorder (as viewed from the front) and plug the camcorder into a USB port on your Mac. You will hear a bleep and a “FLIPVIDEO” icon will appear on your desktop. Double-click it and a window should appear that displays the contents of your camcorder. If necessary, Double-click the “Mac Users” folder. Double click the “Install Flip Video for Mac” icon. This begins the process of installing the FlipVideo Program and the 3ivx program. Follow the instructions. You are now ready to use the Flip Video Program to play back, save, share, edit and make movies of your videos.

In order to save a video clip to your computer, use FlipVideo’s “View and Organize Videos” option to find your clip. Click on it to select it and click on it and then click on the “Save Videos” (green) bar in the “Features” area of the FlipVideo for Mac window. Then click on the video’s thumbnail image again to select it and use the “Save to Computer” option to create an album where your clip(s) will be saved. Find this album on your computer, possibly in the Documents folder, and within the album folder you will find the video clip(s).

Here is a Web-based tutorial from Indiana University:

<http://www.indiana.edu/~ittrain/tutorials/flipcamera/FlipCamapr8-2.html>